**Title: Metaphorically Speaking**

**Class: Visual Composition**

**Teacher: Ann Foster**

**Lesson time: several 45 minute classes**

***Learning Objectives:***

**Students will:**

* **Identify and draw contour lines.**
* **Draw the contour lines of hands from observation spelling words in ASL.**
* **Analyze visual metaphors for meaning, using evidence from images to draw inferences.**
* **Create a drawing that is a visual metaphor.**
* **Use emphasis to arrange your composition of the hands spelling the word with its visual metaphor.**
* **Choose and use media to best effect.**

***Materials:***

Newsprint paper (2 to 3 sheets per student) or sketchbooks; “blinder” cards (1 per student); ASL worksheets; Powerpoint with visual examples, computer/LCD projector; 18 x 24 drawing paper for final work; student/teacher made examples

***Activities:***

Scaffold for understanding of drawing contour lines, including blind contour drawing, structural drawing (for understanding of proportion and foreshortening), negative space drawing and then finally practice contour line drawing.

Connect idea of literary metaphor to visual metaphor. Discuss visual examples of metaphors. Students will identify metaphors and then dissect how they were put together.

Introduce assignment. Allow student to brainstorm, first by selves, then at tables, then share out ideas.

Students develop at least three thumbnails for their visual metaphor. (Teacher models thumbnail sketches).

Student chooses strongest composition, chooses media to create visual metaphor. Student uses ASL worksheet to learn how to spell their word or phrase in ASL, then observes and draws hand spelling letters.

Follow-up: Students critique work for legibility and design.

***Vocabulary:***

**Contour line**: the outlines and surface ridges of an object.

**Metaphor:** a word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar

**VISUAL METAPHOR:** The representation of a person, place, thing, or idea by way of a visual image that suggests a particular association or point of similarity.

**Composition**: the way an artist arranges a work of art

**Thumbnail**: a quick sketch by an artist meant to work out a general composition for a work of art (like an outline for an essay in language arts)

**Picture Plane:** the surface area on which you draw or paint.

***Evaluation:***

Teacher observation of student progress understanding contour line.

Teacher observation of student discussion.

Rubric

* Identify and draw contour lines.
* Draw the contour lines of hands from observation spelling words in ASL.
* Create a drawing that is a visual metaphor.
* Use emphasis to arrange your composition of the hands spelling the word with its visual metaphor.
* Craftsmanship. Choose and use media to best effect.

***Curriculum Alignment:***

Essential Standards:

8.V.1.2 Apply the Elements of Art and Principles of Design differentiate movements, contemporary styles and themes in art.

8.V.2.2 Apply observation skills and personal experiences to create original art.

8.V.2.3 Create original art that conveys one or more ideas or feelings.

8.CX.2.2 Analyze skills and information needed from visual arts to solve problems in art and other disciplines.

Common Core Standards:

[CCSS.ELA-Literacy.RL.8.1](http://www.corestandards.org/ELA-Literacy/RL/8/1/) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

[CCSS.ELA-Literacy.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts